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ABSTRACT

This guide focuses on creating educational and social service programs for seniors at Department of Housing and Urban Development (HUD) properties. Chapter 1 describes an intergenerational program at three properties receiving HUD assistance in Portland, Oregon, where seniors teach and learn from young students through interactive educational activities. It discusses barriers the properties faced and shares lessons learned by residents and staff. Chapter 2 provides these strategies for others to develop an intergenerational program: conduct a needs assessment; build a partnership with area schools and youth organizations; establish measurable goals and objectives; develop a monitoring and evaluation plan; have a clear, realistic program design and budget; provide transportation; recruit, select, and match participants; prepare and train staff and participants; coordinate and supervise activities; recognize and support participants; and publicize results. Chapter 3 describes how seniors at the Portland properties contribute to their communities through recreational, educational, and fundraising activities. Chapter 4 offers examples of current senior programs at six selected Neighborhood Networks center sites nationwide. Chapter 5 lists 14 organizational resources available to help Neighborhood Networks centers develop or expand senior programs. (YLB)

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ED 452 415

LIFELONG LEARNING FROM 8 TO 80: CREATING A LIVELY LEARNING ENVIRONMENT FOR SENIORS AND YOUNG ADULTS

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This publication was developed by the U.S. Department of Housing and Urban Development to assist in the planning and development of Neighborhood Networks centers.

The guides in this series offer "how to" information on starting up a center, creating programs and identifying center partners; center and program profiles and a wealth of resources.

Neighborhood Networks is a community-based initiative established by the U.S. Department of Housing and Urban Development (HUD) in 1995. Since then, hundreds of centers have opened throughout the United States. These centers provide residents of HUD-assisted and/or -insured properties with programs, activities and training promoting economic self-sufficiency. These guides contain examples of successful center initiatives and how you can replicate them.

This guide was published in 2000.

To receive copies of this publication or any others in the series, contact:

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www.neighborhoodnetworks.org

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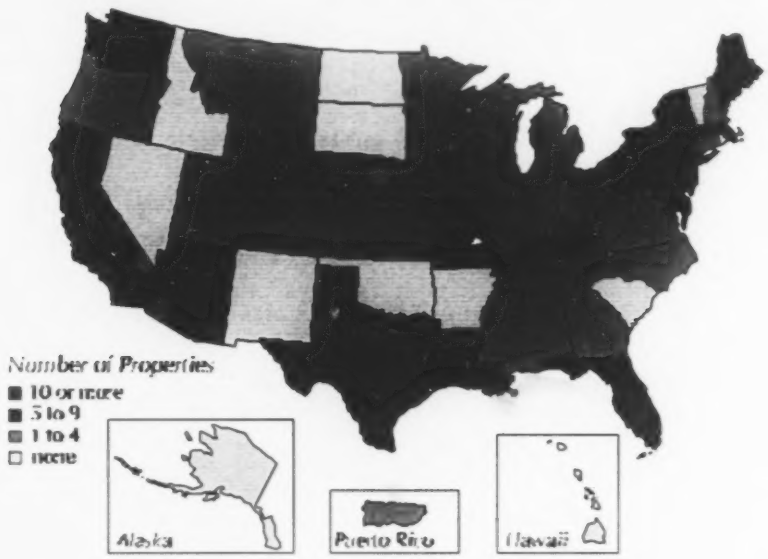
Lifelong Learning From 8 to 80: Creating a Lively Learning Environment for Seniors and Young Adults

"Different generations, by supporting one another, can strengthen both their societies and themselves. Providing opportunities to and meeting the needs of older persons holds the potential for enhancing the lives of all age groups in society."

American Association of Retired Persons

Senior Properties with Neighborhood Networks Centers

As of November 1, 1999, 180 Senior Properties with Centers in Operation



Introduction

As one of the most rapidly growing populations in the United States and throughout the world, seniors are facing new challenges. Older people want to stay active and productive as long as possible, yet they may need special services and activities to help them do so. Globally, one of every ten persons is now 60 years or older; by 2050, one out of five persons will be 60 years or older.[1] The increasing percentage of seniors in the U.S. population has resulted in a greater need for special services unique to elderly populations in areas such as housing, recreation and nutrition.[2]

This need for extensive social service programs for seniors is particularly apparent in low-income housing communities. Seniors participate in almost all of the more than 600 Neighborhood Networks centers across the country, and seniors are the primary population at more than 180 properties with HUD Neighborhood Networks centers that serve low-income residents.

Seniors at HUD properties nationwide help plan and participate in onsite social service programs. Senior programs at Neighborhood Networks centers include production of resident newsletters; onsite printing businesses; computer classes and web site development; Senior Employment Community Service Programs; community gardening; personal safety programs; cultural outings; online mentoring with local school children; and English as a Second Language (ESL) classes, among other activities.

These programs address two needs. They provide additional assistance for seniors as they age, and they provide opportunities for older persons to share their knowledge with and to learn from each other and other generations. Seniors provide a link for the young to past cultures, traditions and skills, and intergenerational activities provide a forum for these exchanges.

This guide describes senior programs at three properties receiving HUD assistance in Portland, OR. The properties include Kirkland Union Manor, which has an active Neighborhood Networks center, Marshall Union Manor and Westmoreland Union Manor. These communities provide insights and experiences that other Neighborhood Networks centers can build on to develop and expand senior programs so that older people can continue to play active roles in their communities and contribute to their neighborhoods.

This guide focuses on educational and social service programs for seniors. It does not address health issues, which are an important part of aging.

For health care information, visit the Neighborhood Networks web site at *http://www.neighborhoodnetworks.org* and select Publications.

The guide begins with a description of an intergenerational program at the Portland properties where seniors teach and learn from young students through interactive educational activities.

- Chapter 1 provides background on the Portland programs, describes barriers the properties faced and shares lessons learned by residents and staff.
- Chapter 2 provides strategies for others to develop an intergenerational program.
- Chapter 3 describes how seniors at the Portland properties contribute to their communities through recreational, educational and fundraising activities. From gardening to raising funds for needy families to producing monthly newsletters, seniors at the Portland properties are continuing to learn and live independently.
- Chapter 4 offers examples of current senior programs at selected Neighborhood Networks center sites nationwide.
- Chapter 5 lists resources available to help Neighborhood Networks centers develop new senior programs or expand existing programs.

Chapter 1

Union Manor Intergenerational Program

Background

The Union Manor intergenerational program grew from two motivations: the desire of local teachers to give students an opportunity to forge connections with older people and property management staff's desire to help increase senior activities. The program encourages "life-long learning" between seniors and students and helps form important relationships missing in their families. Almost 75 percent of the students either did not have grandparents or had grandparents living far from Portland. Likewise, the seniors either did not have grandchildren or had grandchildren who lived far away – as far as Korea and Russia!

Intergenerational programs are activities that increase cooperation, interaction and exchange between different generations. These programs help to:

- ❑ Increase community awareness of issues affecting young and old;
- ❑ Foster an appreciation for cultural heritage, traditions and histories; and
- ❑ Apply the strengths of one generation to meet the needs of another.

Description of the Program

In 1998, the resident service coordinator at Kirkland Union Manor, a HUD-assisted property in Portland, Oregon with 320 seniors and an active Neighborhood Networks center, was searching for opportunities to engage seniors who were isolating themselves in their apartments. At the same time, two teachers at Catlin Gabel, a private school in Portland, were developing an intergenerational project to help expand the written and social skills of their fourth grade students through interactive learning activities with older adults. The Catlin Gabel teachers contacted the nearest senior retirement home – Marshall Union Manor, a HUD-assisted property in Portland with 250 seniors that shares staff with Kirkland Union Manor. The objectives of the teachers and the resident service coordinators matched and they began to plan a program where the students and residents would learn from one another through educational activities.

Three Properties/One Program

Three HUD-assisted apartment complexes housing senior residents in Portland, Oregon participate in an intergenerational program with a nearby private school. The Union Manor properties share a management company and staff.

- ❑ Kirkland Union Manor (320 senior residents)
- ❑ Marshall Union Manor (250 senior residents)
- ❑ Westmoreland Union Manor (350 senior residents)

The two Catlin Gabel fourth grade teachers who contacted the Union Manor properties decided that all of their fourth grade students – 45 total – would participate in the program as part of their classroom activities. The resident service coordinator for the Union Manor properties (Marshall Union Manor and Kirkland Union Manor) began to recruit senior volunteers to participate in monthly educational activities with the students.

During a monthly resident council meeting, the resident service coordinator explained the program to residents at Marshall Union Manor and Kirkland Union Manor and asked for volunteers. Thirty seniors

volunteered at Marshall and 15 seniors volunteered at Kirkland.

The Union Manor resident service coordinator and the two teachers next met to partner one fourth grade student with one participating senior to encourage a personal relationship. The coordinator and teachers identified matches based on (1) specific resident requests (i.e. a boy or girl or a child with a specific interest such as gardening), (2) resident interests/hobbies and (3) student interests/hobbies as well as personalities and energy levels.

Once every month during the school year, the fourth grade Catlin Gabel students traveled with their two teachers and parents by school bus to the Union Manor properties to participate in structured activities that typically lasted about 1 ½ hours. While most activities took place in the property community rooms, a few events were held at the school. Students and seniors often maintained contact beyond the scheduled sessions through e-mail, calls and visits to students' homes.

The intergenerational program began with student development of senior biographies, an activity that continued through the year. Students prepared questions to interview residents about their lives. Residents responded to the interviews by sharing their life stories and describing interests they had in common with students. Students used this information to write histories that included photographs they had taken of the residents. Students bound the biographies and presented these to their "buddies" at the end of the school year. The activity provided students with a sense of heritage and offered seniors a chance to share what life was like and how much had changed since *they* were in fourth grade.

In addition to the ongoing biography project, the program included educational presentations from local speakers addressing aging issues. For example, during one session, a veterinarian discussed the bond between animals and seniors with physical challenges.

> "It has been more than we possibly could have imagined. The kids have developed a close, unique relationship with senior friends."
>
> -Jari Highsmith, Fourth Grade Teacher at Catlin Gabel

Before the first visit, teachers prepared the students by asking them what they wanted to learn about the resident with whom they would be matched. Each student also prepared a student autobiography to help the seniors get to know them.

> "It was hard to sell some of the residents at first. They would rather stay in their apartments. Now all they can talk about is 'their grandchildren.' It's amazing! A lot of the seniors start getting excited days before the scheduled visit, anticipating the visit with their new friends. Residents are now banging on the door, asking if they can have a student next year."
>
> -Cyndy Haftorson Resident Service Coordinator

Residents used part of their monthly meeting times to explore mutual hobbies. For example, one senior took his student partner to the onsite property garden to talk about their shared love of gardening. The family of another student invited his senior partner to attend Portland Trailblazer basketball games with the family.

Participation by parents has helped expand the scope of activities. Parents help chaperone weekly visits and plan special events. During the winter holidays, 23 parents organized a dinner at Catlin Gable to accompany a musical show the fourth grade students prepared for the residents. School staff used the school bus to drive seniors to Catlin Gabel for the musical.

Kirkland Union Manor has a history of intergenerational programs. Two years before the Catlin Gabel partnership, a teacher at Marshall High School in Portland contacted the Kirkland Union Manor administrator to develop a computer basics class for seniors taught by 25-30 Marshall High freshmen and sophomores. The property administrator drove participants in the resident van to the school computer lab. Many of the students continued their relationships with the seniors after the class ended by visiting Kirkland Union Manor and

participating in informal recreational activities such as billiards in the property's community room.

Problems Solved

While helping to form relationships between generations, the program expanded interactive opportunities for seniors at the Portland properties. Many residents had developed daily routines with limited activities and minimal personal contact. Such inactivity can contribute to deteriorating mental and physical health. The intergenerational program offered seniors an opportunity to expand their activities as they taught and learned from students.

The program also "solved" another problem by helping the children and seniors become comfortable discussing disability issues. The equipment residents used, such as scooters and wheelchairs, fascinated the fourth grade students. As the seniors described their experiences during the monthly meetings, students learned that many people with physical challenges continue to pursue active lifestyles. Some residents allowed the students to ride their scooters. One senior allowed a student to use the mechanical device that carries her from her wheelchair to her bed.

Program Challenges

The intergenerational program at the Union Manor properties was developed with minimal resource needs. However, coordinators faced a few challenges in encouraging seniors to participate in something new and in gaining educational institution approval. Following are some of the challenges, with suggestions to help address them.

- **Educational system approvals**. Student attendance in a new program that operates off school grounds requires approval from the school system and parents. New programs should prepare for approval time. Work closely with teachers and encourage parents to participate in the program. Catlin Gabel required a plan of supervision with adequate staff and parents since the children were traveling to a private residence. The commitment of the two fourth grade teachers and parent volunteers who agreed to accompany children to the elderly properties helped overcome the school's administrative concerns.

- **Program structure vs. spontaneity**. The Catlin Gabel/Union Manor program included structured time *and* free time for students to participate in individual activities with seniors. A previous student/senior pairing with middle school students at another Union Manor property did not include free time for the seniors and students to learn about one another. Participants did not develop strong relationships in the overly structured program.

- **Addressing senior routines**. Many seniors have developed daily routines with which they feel comfortable. They may avoid any change that could disrupt these rituals. They also may fear failure. Older residents have been productive and successful in many areas of life. Many would rather have memories of this success than chance the possibility of failure trying something new. The Union Manor staff overcame this fear by developing a program with some structure that provided a new routine and allowed students and seniors to progress at their own pace on projects such as the senior biography.

- **Continuity**. Because the intergenerational program relies on the relationship between the senior/student pair, seniors or students who cannot regularly participate in the program or who leave the program midway limit opportunities for their partner. To avoid continuity problems, Kirkland Union Manor staff identified additional residents to serve as substitutes when needed.

- **Mismatching of student/senior pair**. Random matching of seniors and students can result in personality conflicts. To help overcome this barrier, Union Manor staff and Catlin Gabel teachers reviewed resident and student characteristics and carefully planned matches. Coordinators who are unfamiliar with participant interests may consider interviewing participants about their preferences.

Lessons Learned

The Union Manor intergenerational program offered several lessons that may benefit Neighborhood Networks centers planning similar programs with seniors and youth. Following are a few key lessons that may help centers develop effective intergenerational programs.

- **Consistency counts**. It was important to establish a consistent time and place for the program. At Kirkland Union Manor, this consistency provided participating seniors with a new routine that made it easy for them to remember when and where to go. The consistent time and place also allowed the Catlin Gabel teachers to schedule students' time and helped prepare students for their time with the seniors – "Today is the day we go to Kirkland."
- **Personalize the program by matching students and seniors**. Kirkland Union Manor staff met with teachers at Catlin Gabel to link one senior with one student. This helped to develop personal relationships between students and seniors.
- **Plan a specific activity or theme for each visit**. This gives the participants a project to work on together. For example, the Kirkland Union Manor resident service coordinator held educational sessions that included a visit from the veterinarian to discuss the bond between animals and older adults with physical challenges. Students interviewed and photographed seniors during an ongoing senior biography project.
- **Begin with an icebreaker**. This allows participants to talk about themselves. During the first session at Marshall Union Manor, students brought items that interested them, such as a book on horses, and described their interests to the seniors. Seniors learned about the students as they described their hobbies.
- **Publicize the results.** Success stories and photographs published in the local newspaper help attract community attention and motivate additional seniors/students to participate.

Chapter 2

Starting Your Own Intergenerational Program

Developing an Intergenerational Program

Steps to develop an intergenerational program for seniors will vary depending on local goals and resources. However, effective planning and ongoing communication are staples of any program. Generations United, a national coalition working to promote intergenerational policy, programs and issues, recommends the following steps to start an intergenerational program for seniors. When applicable, Kirkland Union Manor examples are included. These steps apply to both intergenerational programs and other social service programs that serve only seniors.

- ❑ **Conduct a needs assessment or survey of seniors**. The assessment can be formal or informal. For example, the Kirkland Union Manor resident service coordinator learned about senior interests and needs through daily interactions with residents and relied on this knowledge to design the intergenerational program. Other centers may need a more formal tool, such as a survey or questionnaire for seniors to identify interest areas and to indicate willingness to participate in requested activities.

- ❑ **Build a partnership with area schools and youth organizations**. Work with one or two organizations, such as the local Parent Teacher Association (see the national PTA web site at *http://www.pta.org*). Contact local schools, child care agencies, youth centers or youth organizations (Boy Scouts, Camp Fire Girls, etc.). Identify one or two teachers or youth center leaders to coordinate the program and serve as a liaison with parents. Since a local private school approached Kirkland Union Manor, the senior property did not have to conduct this outreach. Other centers may need to research and contact local community organizations to begin a program.

- ❑ **Establish measurable goals and objectives**. Kirkland Union Manor staff met with two Catlin Gabel fourth grade teachers to identify shared goals, determine an activity site and outline a schedule of activities. The teachers' goals to increase student interaction with older adults and expand written/social skills matched Union Manor staff goals to develop additional interactive events and expand social and learning opportunities for seniors.

- ❑ **Develop a monitoring and evaluation plan**. Continual oversight and periodic review of the program helps identify what part of the program works and what needs revision. The evaluation should assess whether goals and objectives are met. For example, if one goal is for participants to remain in the program for the entire school year, the evaluation plan would determine the length of time participants attended planned events. All students and seniors at the Union Manor program remained in the program during the school year, which indicated participant interest and program success.

- ❑ **Begin with a clear and realistic program design and budget**. Advance planning of activities and available resources reduces last-minute attempts to obtain parental permission, achieve senior consensus or find funds for unplanned events. The program design can include a consistent place and time for activities. Consistency can encourage regular attendance of seniors and students who function best with routines. Both the Union Manor property management staff and the school provided funds for special events, such as a senior field trip to

the school musical and student participation in the senior dinner. The Union Manor seniors also raised their own funds through rummage sales, bake sales and sale of holiday goods, such as Christmas wreaths and candles.

- **Make sure transportation is in place**. Students and seniors participating in the program will require some form of transportation to attend activities. Existing transportation, such as a school bus or resident van, can help increase the level of participation. Centers without vehicles may consider partnering with the public transportation company or a local community center or faith-based organization to provide transportation. The Catlin Gabel students traveled by school bus to the senior properties and allowed seniors to use the school bus to visit the school. Kirkland Union Manor property management staff also purchased a van for resident use.

- **Recruit, select and match participants**. Union Manor staff recruited senior participants by describing the program during the monthly resident council meeting, advertising the program in *The Manor News*, a resident newsletter, and posting sign-up sheets in building elevators. Senior volunteers at Kirkland met with the Union Manor staff to learn more about the program and to indicate special requests in student/senior matching. *All* students in the fourth grade classes participated as part of their classroom activities. The Union Manor staff and Catlin Gabel teachers matched one student with one senior based on participant interests, hobbies and personalities.

- **Prepare and train staff and participants**. Generations United, a national coalition that helps bridge generation gaps, has online intergenerational resources and programs to help prepare staff and participants. Visit the Generations United web site at *http://www.gu.org*. Preparation and training will ensure that staff and participants achieve life-long learning goals. The Union Manor resident service coordinator and the Catlin Gabel fourth grade teachers met with the seniors and students before the program began to explain the program and answer questions.

- **Coordinate and supervise activities**. Intergenerational program coordinators should work closely with one another to facilitate activities. Catlin Gabel teachers and parent chaperones supervised students during the monthly events at the senior properties. The Union Manor resident service coordinator also supervised activities with local speakers.

- **Recognize and support participants**. Periodic activities that recognize volunteer efforts encourage participants to continue in the program. Catlin Gabel students, their teachers and parents held a winter holiday dinner and musical to express appreciation for the senior participants. In turn, seniors hosted an end of the school year barbecue for the students. Both activities celebrated the time and effort that the students and the seniors invested in the program.

- **Publicize the results**. Send success stories to local newspapers and television stations to alert the community about the program. Publicity helps increase awareness about senior contributions to their communities.

Chapter 3

Beyond Intergenerational Activities

Fundraising, Recreation and Education

As with other social service programs, senior services work best when they combine a number of different approaches to improving the quality of life for seniors and helping them live independently. Intergenerational activities offer only one avenue for seniors to become involved in the community. At the Portland properties, seniors also help raise funds, contribute to local charities, work in onsite gardens and participate in English as a Second Language (ESL) and computer classes at the Kirkland Union Manor Neighborhood Networks center.

Funding Senior Programs: "Do it Yourself" Fundraising

To help finance senior programs and contribute to their community, senior residents at Kirkland Union Manor participate in a range of fund-raising activities. The seniors coordinate a community-wide rummage sale twice a year at the property. Friends, family and the seniors donate clothes, furniture and other household items. A resident committee organizes the sale, places an advertisement in the newspaper and designs flyers that are posted around the neighborhood and in the building. All proceeds are given to the resident council to be distributed for senior activities as needed.

Senior resident clubs sponsor additional activities to help community members in need. Types of clubs range from a local chapter of Kiwanis, a community service organization, to an onsite sewing circle. At Christmas, the residents "adopt" a family. The clubs often work with the property resident service coordinator to identify needy families to adopt. Resident clubs provide clothing for the children, food boxes and other necessities to support the family. Resident clubs also collect eyeglasses for a local nonprofit. A favorite project is to collect the aluminum flip tops from soft drink cans to support the Ronald McDonald House for families of children who are receiving extended hospital care.

Resident clubs also conduct fund-raisers to purchase additional supplies for local charitable organizations such as the Northwest Medical Team, an organization that sends local doctors and nurses to countries recovering from disasters. Resident fund-raising activities include the donation of profits from the sale of cheesecakes purchased below-value from a local bakery and donation of the proceeds from the sale of Christmas wreaths and candles.

Recreation through Resident Gardens

In addition to contributing funds, residents at the Union Manor properties enhance their communities through recreational activities such as gardening. Gardening increases exercise opportunities for the seniors, provides inexpensive meal supplements and contributes to the overall nutritional health of the seniors and their neighbors. About 100 residents at the three Union Manor properties grow flowers and produce on assigned garden plots made available by the property managers. Each garden has 25 to 30 individual plots where tenants grow either vegetables or flowers for their use. The seniors purchase the seeds, plant and water, and maintain their spaces. Each spring, the property management firm turns the soil before planting begins.

Resident Garden Committees work with the property management to adopt garden use rules at each site. The committees also raise funds as needed for tools and supplies, including a tool shed at Westmoreland Union Manor. In continuous use for 20 years, the Westmoreland garden has nine plots with raised beds to accommodate residents in wheel chairs.

Neighborhood Networks Center Brings Seniors Online

When not weeding their garden plots, seniors at Kirkland Union Manor can go online at the computer lab located next to the property's community room. Seniors use the four computers to access the Internet and produce *The Manor News* – a monthly newsletter for residents. The newsletter highlights resident meetings, trips, activities and news about the property and the community.

By participating in newsletter production, seniors learn new technology skills, increase interaction with other seniors and develop a recognizable product. About 10-15 seniors help develop, collate and distribute the newsletter that serves as an important communication tool among residents.

Property management staff modified the computer lab equipment to meet senior needs. Computer tables were elevated to accommodate wheelchairs; computer keyboards were outfitted with large letter stickers; and a magnifying apparatus was attached to the monitors. The property management used administrative funds to pay for the Center, the computers and all required modifications.

Learning the Language: English as a Second Language (ESL)

Union Manor residents reflect the increasingly international flavor of the United States. Many of the newest arrivals need help learning English and adapting to their new culture. About 25 percent of the residents at Kirkland Union Manor are Korean and about 40 percent are Russian. The management company employs two part-time translators to help Korean and Russian residents. Residents can work with the translators individually or participate in English as a Second Language (ESL) classes, which are held twice a week in the Kirkland Union Manor community room.

For more information about senior programs at the Union Manor properties in Portland:

Contact: Cyndy Haftorson
Resident Service Coordinator
Kirkland Union Manor
(503) 788-0882
e-mail: c.haftorson@worldnet.att.net
Web site: *http://www.teleport.com/~kum/ulra.html*

Chapter 4

Seniors Activities at Neighborhood Networks Centers

The Portland programs can serve as resources to help other Neighborhood Networks centers develop programs in which seniors actively contribute to their communities. From intergenerational activities where Kirkland Union Manor and Marshall Union Manor seniors taught and learned from young students, to community service activities where residents raised funds for local charities and for their own activities, seniors' participation in social service programs highlights the critical roles they play in their neighborhoods.

Other Neighborhood Networks centers also serve as good resources for centers developing or expanding social service programs for seniors. Social service activities for seniors are as varied as the more than 500 Neighborhood Networks centers where seniors participate. Some programs simply provide computer classes for seniors, while others rely on seniors to play leadership roles in developing programs, such as the "I'm OK" program in Washington state, where residents systematically check that seniors arrive home safely. While the programs vary, all strive to address senior needs and allow seniors to contribute to their communities.

Neighborhood Networks centers are encouraged to contact other centers conducting similar programs, such as those outlined below, to share experiences and compare lessons. Centers developing new programs can use the following as resources to learn how to start and build a social service program for seniors.

Westgate Terrace Apartments

Learning Center (Westgate Terrace Apartments, Longview, WA)

The Westgate Terrace Neighborhood Networks Center serves both the 101-unit Westgate Terrace Apartments and the 52-unit Parkland Terrace Apartments across the street. Many of the 150 seniors are active in the following activities, among others:

- Daily 5-hour computer classes with volunteer instructors from the nearby Laura Columbia College. Center participants can practice what they learn during computer lab sessions.
- Publishing a monthly center newsletter for all residents, that includes researching, writing and designing articles on special events and resident activities.
- Building and personal safety programs. Residents implemented a Fire Monitor Program, and an "I'm OK System," where each person checks on another daily, and residents place stickers on their doors to alert others that they have arrived home safely at night.

Contact: Vera Morrow
(360) 578-1585
e-mail: fbm@pacifier.com

Lakeland Wesley Village

Neighborhood Networks Center (Lakeland Wesley Village I and II, Brenton, KY)

The 200 senior residents at Lakeland Wesley Village can exercise their minds, their bodies and their creativity through programs that range from computer literacy to musicals.

- **On-line Activities**. Currently 10 to 15 high school students from the Technical Department of Marshall County High School help residents use the Internet and learn how to set up their own web site. The students also help residents publish a monthly newsletter and calendar.

- **Wellness Program**. The complex management company finances a Wellness Program, which addresses the physical, spiritual, emotional and psychological needs of senior residents. Program services include daily exercise programs, on-site housekeeping, medication reminders, and an Alert and Alive Drive program. A partnership with Murray State University provided a video exercise program through a student internship. Many residents participate in walk-a-thons to help raise money for the center and contribute to charitable organizations, such as the "Cancer Relay." The wellness program includes a variety of social activities each week, including coffee and doughnut Fridays, movie night, game night, dances and special events.

- **Resident Association**. Seniors participate in a volunteer Resident Association board composed of 33 percent of the Village residents. The Association establishes and changes community by-laws and coordinates fundraising activities, such as bake sales and organizes holiday bazaars. The Association also plans holiday activities including potluck meals and arranges crafts, outings, entertainment and other activities. Partnerships with local churches and Boy Scout troops supply additional social activities for the residents.

- **Musically-minded**. Twenty to 30 residents are involved in a touring band, called the Village Pan-Handlers. Playing kitchen utensils and accompanied by a piano, the self-funded band travels up to 50 miles to play at nursing homes, retirement homes and awards functions. The Lakeland Wesley Village management company provides transportation for the band.

Contact: Kendra Capps
(502) 354-8888
e-mail: lwvi@ldd.net

Arizona Retirement Home of Scottsdale
Arizona Retirement Home (Scottsdale, AZ)

Arizona Retirement Home seniors participated in an intergenerational mentoring program using technology called "K through GRAY Pueblo."

- **K through GRAY Pueblo mentoring program**. Through a partnership with the Gerontology Department of Phoenix College, about 10 seniors participated in a pilot program with an elementary school to mentor at-risk children through the Internet. Volunteers from the College taught the seniors how to help the children go on-line. The purpose of the program was to prevent the children from dropping out of school later on. In addition to providing academic mentoring, the program helps forge relationships between generations. This program is offered periodically.

- **Technology and daily activities**. The Neighborhood Networks center offers additional programs to the 96 senior residents that include weekly current event discussions and on-line research. Residents also use the center's technology to create song sheets for Christmas caroling during the holidays.

Contact: Janie Finan
(602) 947-3756
e-mail: janie@aztec.asu.edu

Operation P.E.A.C.E. Reach Out Center
Village of Bedford Pines (Atlanta, GA)

The property's active senior population participates in programs that include a daily calling tree where residents contact one another to identify special needs, water aerobics, community gardening, trips to the symphony, plays and movies, and a citizen's program that sponsors luncheons. Seniors comprise about 20 percent of the 2,800 residents in the 733-unit apartment complex.

- **Exercise programs**. Seniors participate in exercise activities that include a weekly water aerobics program and weekly walks. A VISTA volunteer helps coordinate the water aerobics, which is held at the athletic club at Georgia Baptist Hospital. Walks are organized at least once a week. Some are nature walks through botanical gardens, others around the neighborhood, and most often they are to the local mall.

- **Neighborhood garden**. Through its partnership with Georgia State University, Americorps sent volunteers, fertilizer, tools and services to help begin a garden through a "Break Ground for Garden" project. The Village of Bedford Pines management company donated a plot within walking distance of the center. After the initial Americorps aid, the seniors continued to weed, garden and water on their own.

- **Cultural and civic activities**. A volunteer intern from the Georgia State University School of Social Work organizes monthly trips for seniors to the symphony, plays, and movies. Through its Community Partnership Program, a "citizens' program" is able to hold monthly luncheons with catering donated by a local restaurant or catering service, and space donated by the Ford Street Baptist Church nearby.

Contact: Ihsan Muhammad
(404) 892-8004
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Plough Towers Community Technology Center

Plough Towers (Memphis, Tennessee)

Seventeen seniors and disabled residents use the center's four PowerMac computers for 6-8 hours daily. A computer tutor teaches 20 hours a week. She has made progress by working one-on-one with the students.

- **Online classes**. The seniors learn basic computer network skills, how to surf the Internet, to send and receive e-mail, to create personal homepages for the World Wide Web, and to use the word processor for creating invitations, certificates and greeting cards.

- **Web site development**. The center has developed a web site and seniors have created their own pages. One senior, who is an active member of ADAPT (American Disabled Attendant program), developed her own web site at *http://www.mecca.org/~bbrecker/tena.html*.

- **Online language needs**. A large number of residents speak Russian and the computer tutor has downloaded software called Real Player 5.0 to get video news from the BBC with Russian text.

Contact: Bernard Danzig
(901) 767-1910
e-mail: bdanzig@juno.com
Web site: *http://www.mecca.org/~grothman/plough*

St. Peter Manor Community Technology Center

St. Peter Manor (Memphis, Tennessee)

Seniors at St. Peter Manor participate in a keypal program with Memphis elementary school students.

- **Online mentoring**. The seniors e-mail their "keypal" student, and in several cases have taught them how to make their own personal web pages. One group of students and their teacher learned from their interactions with the seniors as well as others to enter and win the ThinkQuest web site competition last year for $300,000.00. ThinkQuest is a classroom-based competition that encourages students to take a meaningful interest in computers and technology.

- **Online classes and newsletters**. Seniors also use the six PowerMacs in the Neighborhood Networks center to learn basic computer network skills, how to surf the Internet, to send and receive e-mail, to create personal homepages for the World Wide Web, and to use the word

processor for creating invitations, certificates and greeting cards. The seniors also maintain a network web site for the Manor that provides "what's happening at the Manor" type of information on a current basis.

- **Seniors mentor seniors**. Seniors are beginning to teach other seniors the fundamentals of the computer networked world, while the experienced instructional staff spend a greater proportion of their time instructing more advanced students.

- **Center partnerships**. The center has developed partnerships that provide financial resources and volunteers. These include Memphis Educational Computer Connectivity Alliance (MECCA), The National Science Foundation (NSF), The Assisi Foundation, The Durham Foundation, The University of Tennessee at Memphis, and Memphis Catholic High School and Central High School in Memphis.

Contact: Larry Tague
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e-mail: ltague@physio1.utmem.edu
Web site: *http://www.mecca.org/~mpatton/stpeter.html*

Chapter 5

Resources for Developing Social Service Programs for Seniors

A number of organizations can help Neighborhood Networks centers develop and expand social service programs for seniors. These organizations can provide information, technical assistance and financial resources to help develop or expand senior programs. A few of the many organizations are described below.

Intergenerational

Generations United. Generations United is a national coalition that helps bridge generation gaps through online intergenerational resources and programs. The Washington, DC-based organization works with Generations United coalitions across the country and helps link individuals of different generations and the organizations that represent them.

Address: 440 First Street, NW, Suite 310
Washington, D.C. 20001-2085
Telephone: (202) 662-4283
Web site: *http://www.gu.org*
e-mail: gu@cwla.org

Generations Together. Generations Together is an intergenerational studies program based at the University of Pittsburgh in Pennsylvania. The program helps develop intergenerational programs involving interaction between youth and older adults and provides technical assistance to organizations operating intergenerational programs.

Address: University Center for Social and Urban Research, University of Pittsburgh
121 University Place, Suite 300
Pittsburgh, PA 15260-5907
Telephone: (412) 648-2209
Web site: *http://www.pitt.edu/~gti/*

Community Service

National Gardening Association. The National Gardening Association is a nonprofit organization that produces a gardening magazine, sponsors science education programs that include projects linking students with Master Gardeners and conducts garden-related research.

Address: 180 Flynn Avenue
Burlington, VT 05401
Telephone: (802) 863-1308
Web site: *http://www.garden.org/*

Financial

Administration on Aging (AoA) – U.S. Department of Health and Human Services. This government organization provides funding and information on senior programs. The office has a Resource Directory for Older People that contains contact data on organizations providing information and other resources regarding the needs of older people.

Address: 330 Independence Avenue, SW
Washington, DC 20201
Telephone: (202) 619-7501
Web site: *http://www.aoa.dhhs.gov*
e-mail: aoainfo@aoa.gov

The Commonwealth Fund. The Fund's primary goal is to help Americans live healthy, productive lives and to assist targeted groups with serious or neglected problems. Its priorities include advancing the well being of the elderly.

Address: One East 75th Street
New York, NY 10021-2692
Telephone: (212) 606-3800
Web site: *http://www.cmwf.org*

The Pew Charitable Trusts. The organization makes funds available to nonprofit organizations for programs that encourage individual achievement, cross-disciplinary problem-solving and innovative approaches to meeting changing needs. The Trusts' Health and Human Services program is designed to promote the health and well-being of Americans and to strengthen disadvantaged communities.

Address: 2005 Market Street, Suite 1700
Philadelphia, PA 19103-7077
Telephone: (215) 575-9050
Web site: *http://www.pewtrusts.com*

U.S. Department of Housing and Urban Development (HUD). The Department provides funding assistance and insurance for senior housing. Locally available Community Development Block Grant (CDBG) programs provide funds for senior services.

Telephone: (800) 998-9999
Web site: *http://www.hud.gov*

Information and Technical Assistance

American Association of Retired Persons (AARP). AARP is a national membership organization for people over 50 years of age. Its primary functions are legislative advocacy, research, information and community services. AARP has a wealth of publications and audio/visual materials that can be ordered from its publication catalog. Local AARP offices also may provide program ideas and materials.

Address: 601 E Street, NW
Washington, DC 20049
Telephone: (800) 424-3410
Web site: *http://www.aarp.org*

Green Thumb Senior Employment Program. This program provides training, employment and community service opportunities to almost 100,000 seniors nationwide. Low-income seniors contribute community service to nonprofit and public organizations, for which they earn a modest income that helps many remain independent of public assistance and stay productive.

Address: 2000 N. 14th Street, Suite 800
Arlington, VA 22201
Telephone: (703) 522-7272
Web site: *http://www.greenthumb.org*

National Council on Aging (NCOA). NCOA is a membership organization of community-based groups committed to aging issues. The organization provides educational programs on aging, participates in legislative advocacy, provides information about funding sources and conducts research on aging issues.

Address: 409 Third Street, SW
Washington, DC 20024
Telephone: (202) 479-1200
Web site: *http://www.ncoa.org*
e-mail: info@ncoa.org

National Association of Area Agencies on Aging. The organization provides communication, training and technical assistance to educate and advocate about aging issues. The web site links to local Area Agencies on Aging offices that can provide technical assistance and funding.

Address: 927 15th Street, NW, 6th Floor
Washington, DC 20005
Telephone: (202) 296-8130
Web site: *http://www.n4a.org*

National Caucus and Center on Black Aged. This national interracial organization works to improve living conditions for low-income and minority seniors by providing programs and information in employment and training, housing, and health promotion and advocacy.

Address: 1424 K Street NW, Suite 500
Washington, D.C. 20005
Telephone: (202) 637-8400
Web site: *http://users.erols.com/ncba/index.html*
e-mail: ncba@aol.com

National Hispanic Council on the Aging (NHCoA). The NHCoA is a membership organization that promotes the well-being of the Hispanic elderly through demonstration projects, research, policy analysis, training, and development of educational and informational resources.

Address: 2713 Ontario Road, N.W.
Washington, D.C. 20009
Telephone: (202) 745-2521
Web site: *http://www.incacorp.com/nhcoa*
e-mail: nhcoa@worldnet.att.net

The Interactive Aging Network. The organization helps nonprofit organizations improve the delivery of information to the aging population through the Internet. The Network provides Internet training on use and offers assistance in developing web sites.

Address: 425 East 25th Street, 9th Floor
New York, NY 10010
Telephone: (212) 777-3617
Web site: *http://www.ianet.org*
e-mail: info@ianet.org

For more information about Neighborhood Networks, visit the national web site at:

http://www.neighborhoodnetworks.org

Call the Neighborhood Networks Information Center at:

1-888-312-2743
TTY 703-934-3230

Or write:

U.S. Department of Housing and Urban Development
Neighborhood Networks
9300 Lee Highway
Fairfax, VA 22031-1207

Endnotes

[1] United Nations Population Division, World Population Projections to 2150 (United Nations New York, February 1998).

[2] Aging Into the 21st Century; Siegel, Jacob (National Aging Information Center, May 31, 1996).